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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - B3 - 0375 RIDGEVIEW ES

Project Period: 7/1/2017 - 6/30/2018

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Legislation:

ESSA, Section 1114

Regulations:

Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
LEA and School Improvement, Non-regulatory Guidance, June 2006

OSDE

**Program
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

ESSA Section 1114(b)(6) requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Name

Constituent Group

Teachers

Name

Vicky Smith

Constituent Group

Teachers

Name

Paige Rodgers

Constituent Group

Parents

Name

Drake Rodgers

Constituent Group

Students

Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (1464 of 2000 maximum characters used)

Ridgeview Elementary's vision for reform is for students to make continual growth in Reading and Math with a strong emphasis on Special Education students. As part of our School-wide School Improvement Plan, we will strive to work together with students, parents and teachers to ensure success for all of our students. To achieve this goal, we will work to increase student engagement through the use of technology in the classroom and student engagement strategies modeled through Great Expectations and shared Best Practices. We will meet quarterly to review and ensure that program goals are being met and in weekly Horizontal Professional Learning Committees in conjunction with appropriate Special Education meet to review data and growth from Fountas and Pinnell scores, benchmark scores and common assessments to close the achievement gaps. We will also utilize professional development and parental involvement to reach our goal. Information is used to create Response to Intervention plans for interventions for students in need. Reading A-Z will be utilized to provide individualized leveled reading practice for students through take home books and tutoring opportunities through our community partners. IXL Math will be utilized to raise student achievement in 6th grade math by providing a more individualized approach to learning. Chromebooks and cart will be utilized to provided students with real world project based learning opportunities.

Step 3: Create School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school environment and organization.

Oklahoma Nine Essential Elements, #7, #9

Describe the process for creating and using a school profile. (958 of 2000 maximum characters used)

Ridgeview Elementary is a member of Oklahoma City Public Schools. Our enrollment is currently 333 students in grades Prekindergarten through sixth grade. We are currently 100% free lunch/breakfast. Approximately 48.5% of students that attend Ridgeview Elementary are on transfer status. In 2015-2016 we received a "C" on the A-F Report Card System. Our lowest quartile students continue to be our sixth grade and special education students. We meet this challenge by working diligently to raise their academic achievement through educational interventions and positive behavior interventions. Our curriculum and instruction is based on the Oklahoma State Standards. Our professional development is based on Great Expectations and best practices in teaching. We have strong parent and community support and the administration works closely with our PTA to provide hands on learning opportunities, field trips and project based learning for our students.

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative academic data (benchmarks, common formative assessments, progress monitoring), and non-academic data (student surveys, attendance, suspensions, graduation rates, etc.) should be used.

Oklahoma Nine Essential Elements, #2, #4

Describe school's available data sources. (1404 of 2000 maximum characters used)

Our first data source for the 2017-2018 school year was our results from the 2016-2017 OCCT scores for our Third grade students and our student profile sheets for the 2016-2017 school year. We also use our OKCPS District screening test, Fountas and Pinnell, to analyze reading proficiency. Fountas and Pinnell is specifically helpful when determining the strengths and weaknesses of each individual student. Teachers use this student data to determine small group instruction, differentiation, and students who may need to be placed on Response to Intervention. The Oklahoma City District Benchmark was given in

August 2017 and it provides teachers with an overall snapshot of skills that need to be reinforced in each grade level in both Reading and Math. By looking at OKCPS District Benchmark trends, grade level PLC teams can determine if there are holes in their instruction and whether or not the school need to locate resources to help students master a specific skill. Grade level formative and summative assessments and teachers' anecdotal records are available to aide classroom teachers in deciding which students would benefit from intersession, tutoring or working at an advanced level. Students' rubric responses allow teachers to measure students' comfort level with a topic. Parent, student and teacher surveys will be utilized to understand the concerns of our learning community.

Step 5: Analyze Data

As the planning team analyzes the data, the gaps between the current status of the school and the established vision for reform should become more apparent. The strengths, weaknesses and need should become the basis for goals and strategies that should be developed in the written Schoolwide/School Improvement Plan. Results of the data analysis should be summarized and presented to all stakeholders.

Oklahoma Nine Essential Elements, #2, #9

Describe the process for collecting, analyzing and summarizing data. (1546 of 2000 maximum characters used)

Many types of data were utilized to identify our needs assessment. OCCT scores from the previous years were utilized to pinpoint areas of the most need and grade levels needing additional supplementation. Prekindergarten through Kindergarten Fountas and Pinnell and EQLA scores reflect a strong foundational Reading Program. Second through Sixth grade Fountas and Pinnell scores reflect changing growth for all students. Attendance was monitored by the teacher, school counselor and parent liaison. Weekly Horizontal PLC groups meet to review data and growth from Fountas and Pinnell, Mastery Connect Benchmark scores and Common Assessments. Teacher observations and anecdotal records are also utilized to monitor student progress. The Special Education Teacher is included in the appropriate horizontal grade level meetings. Information is used to create RTI plans for interventions for students in need. This includes creating Gifted and Talented projects for Advanced students. Records are kept and maintained in Grade Level Notebooks kept in Google Chrome. Vertical PLC groups will meet to review data collected and make corrections to the units of study to better prepare them for the next grade. Struggling students are identified and their needs are addressed utilizing Reading A-Z, Accelerated Reader and Leveled Readings for differentiated instruction in the classroom. Student progress is recorded on Student Profile Sheets. Data is also presented to our staff, parents, students and community through our Annual Title I Meeting.

Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

(0 of 5000 maximum characters used)

Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Oklahoma Nine Essential Elements, #1, #2, #3, #8

Guiding Questions

Evidence-based Strategies

- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

Curriculum Alignment

- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

Extended Learning Time

- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

Assessment

- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

Technology

- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.
- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?
- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (2857 of 5000 maximum characters used)

All programs that are utilized and supplemented at Ridgeview are scientifically research based. Data that has been collected, dissected and evaluated support the supplemental resources and instructional supports that are in place at Ridgeview. These include whole group and small group instruction, horizontal and vertical PLC planning and evaluation of data, supplemental programs (Reading A-Z, IXL Math and Accelerated Reader) and school trainings provided by Lead Teachers. All programs are aligned with the state ESA and New Math Standards and C3 standards for Science and Social Studies as reflected in their Lesson Plans. Supplemental instructional materials include IXL Math and Reading A to Z that supports the district approved reading program to provide individualized Reading practice and instruction to students. Teachers plan utilizing Marzano's Teacher Leadership Evaluation System, Bloom's Taxonomy, RTI strategies, reading blocks that meet the strict RSA requirements and PLC evaluation of data. Teachers are trained and expected to utilize Marzano's Nine Instructional Strategies in their classrooms. Teachers create and display daily learning objectives, "I can" statements, that are posted, reviewed and monitored for understanding. Student data is collected and that information is dissected to identify weaknesses in instruction. Other information such as Marzano's TLE, principal observations and evaluations, are also utilized to help teachers identify their areas of most need of support and growth. Individual student achievement is recorded and evaluated weekly. This is completed through teacher anecdotal notes and common assessments. Student profile sheets are kept on all students. Students that struggle are placed on Tier I of the RTI process and growth and ability are monitored to define the required differentiated instruction and plan that must take place. Ridgeview utilizes the Fountas and Pinnell to benchmark and monitor student growth. The Benchmark Data it used to group students and provide specific remediation. Oklahoma City Public Schools provides Intersession one time a year for struggling students. Records are maintained of students that are invited to attend and those who attend intersession. Intersession teachers are Highly Qualified in the areas that they teach during intersession. Teachers collaborate with their regular grade level teacher to develop plans that strengthen skills in reading and mathematics. The District also offers summer school for struggling students that are in need of remediation. Teachers at Ridgeview utilize desktop computers, document cameras, Smart Boards for interactive lessons and Dell Chrome Books to support their instruction and engage students. All classes visit the computer lab twice a week for an hour to utilize computer based programs.

Monitoring/Compliance Documentation

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, and core curriculum assessment data.

Qualified Teachers - ESSA, Section 1111(2)(J)

LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field.

A qualified teacher must hold a minimum of bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

Describe the process for ensuring instruction is delivered by Qualified Teachers. (1160 of 5000 maximum characters used)

Ridgeview currently has two teachers that are in the process of becoming Highly Qualified. Both teachers are certified in Special Education Mild/Moderate or Severe/Profound and is currently in the process of getting their degree in Elementary Education. These two teachers are co-teaching with a Highly Qualified Special Education Teacher. "Parents Right to Know" notification letters have been sent home to all parents and specific letters of notification have been sent home to parents of students in the co-teaching situations. Sample notification letters are found within our District Handbook and copies of letters sent are maintained in our Title I Notebook. All paraprofessionals are Highly Qualified as reflected in their level of college experience on their transcript or proving knowledge by passing the WorkKeys exam. The State does provide incentives for National Board certification. The district does provide parents a Statistical Profile on each schools that identifies the education level of teachers, average years of experience, average attendance rates and percentage of minority teachers that can be found on the district's web page.

Monitoring/Compliance Documentation

- "Parents Right to Know" notification letter
- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development - ESSA, Section 1114(b)(7)(A)(iv)

High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Professional Development, if applicable.
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- How is implementation of strategies learned in professional development monitored?
- How are stipends and/or substitutes provided for teachers attending professional development?
- How has professional development affected instruction? Does the data support this?
- What focused area(s) of need will be addressed through professional development in the coming school year?

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (3040 of 5000 maximum characters used)

Professional development is planned annually based in part on Marzano's Teacher Leader Evaluations results provided by Principal and feedback through Peer observations, as well as, direct teacher input. Teachers also create individual growth plans based on the previously identified criteria for the 2017-2018 school year. Additional professional development is planned based on student's achievement scores on the OSTP scores, Fountas and Pinnell Data, teacher

surveys, and changes in core curriculum/instructional practices. Professional development teaching strategies and best practices that are provided during training will be monitored through principal walkthroughs, peer observations, Lead Mentor Teachers observations and individual teacher feedback. As a building, the highest area of need is establishing best practices through Standards Based Instruction and Planning. Narrowing our focus and implementing best practices in Standards Based Instruction and Planning will be one professional development focus for 2017-2018. Small group and individualized leveled reading instruction will be the focus for all teachers next year, especially Special Education Teachers. Oklahoma City Public Schools has adopted a new balanced reading program for the 2017-2018 school year. Benchmark Literacy will be the core component to the program. Strategies and techniques for working with readers in small groups or centers will be included in our Professional Development for the year. Teachers will receive training in Reading A-Z to help create individual and group reading activities. Teachers will share best practices weekly during staff meetings. This will also be a focus for our instructional coach. We will continue to implement Accelerated Reader with students in grades first through sixth to supplement the reading program and align with the STAR testing data to check comprehension skills and check for individual understanding. Teachers will receive a refresher training once during the school year. Teachers will continue to receive additional Marzano Model for Teacher Leadership training during the 2017-2018 school year. Teachers will have opportunities to conduct Peer Observations and provide constructive feedback and discuss best practices. We will continue to utilize reference books from our Marzano library. Oklahoma City Public Schools has also purchased MyOn Reading for all students during the 2017-2018 school year. Teachers will receive training on the implementation of this program during the school year. Chrome Books will be purchased during the 2017-2018 school year and continued training will have to take place to ensure teachers can incorporate this technology into their classroom instruction. Google Drive training will also be provided by the OKCPS IT Department. As a staff, we will conduct all required annual training such as Diabetes Management, Blood Borne Pathogens, CPR, Child Abuse and Suicidal Ideation. All training will be documented with dated sign in sheets.

Monitoring/Compliance Documentation

- agendas and attendance records of professional development
- documented monitoring and follow-up of professional development activities
- summaries of professional development
- site professional development plan
- individual professional development plans
- charts or graphs created to collect the professional development data

Teacher Recruitment/Retention - ESSA, Section 1114(b)(7)(A)(iv)

Employing qualified teachers in high poverty and low-performing schools is important for the sustainability of the schoolwide program. Therefore, the schoolwide/school improvement plan should describe the strategies it will use to recruit and retain effective teachers, particularly in high need subjects.

Oklahoma Nine Essential Elements, #8

Guiding Questions

Recruitment:

- Has a strategic recruitment plan been developed?
- What marketing strategies have been used to recruit teachers to the district?
- Have positions been posted on school and district Web sites?
- Has recruiting through local institutions of higher education been considered?
- Have local career fairs been promoted? Has the district participated as a vendor?
- Has the school partnered with a neighboring school district to recruit teachers?
- Have future teachers in the community been identified?
- How have teachers been encouraged to apply for positions within the district?

Retention:

- What is the process of new teacher orientation?
- How does an established mentoring program serve new teachers? Does it serve teachers for the first three (3) years?
- How does teacher collaboration support new and experienced teachers?
- How are teachers included in decision making, planning and resource allocation?
- How are teachers encouraged to obtain advanced degrees and/or additional certifications?
- How are teachers encouraged to become National Board Certified?
- What incentives are offered to teachers to work in high poverty, low-performing schools?

Describe the recruitment and retention plans. (2234 of 5000 maximum characters used)

To effectively support and retain teachers who continually enhance their pedagogical skills through reflection and professional growth plans: In order to attract high quality job candidates, we begin with a thorough job description. This description is posted by the District use of Searchsoft. Searchsoft provides the highest quality recruitment, selection, hiring, and retention software for the diverse community of school districts. Anchored by the market's best support team, Searchsoft is committed to delivering outstanding services to fulfill each client district's objective of hiring the highest quality candidates in the most efficient manner possible. We reach out to local universities and colleges to advertise open positions. We also look at student teachers and practicum students to spread the word of a wonderful opportunity. We also utilized the district's two job fairs for perspective candidates. Once the job is posted, the principal utilizes a very thorough interviewing process comprised of a series of questions and always involves the team members of the prospective new hire in the second interview. To retain these highly qualified hires we also implement where we set up a cohort of new staff each year to meet weekly at first, and then monthly when we're ready. Next year, we will have one assigned Lead Mentor Teacher to provide individual support to new team members that has been specifically trained work with new teachers. We also work diligently to help create an atmosphere that fosters a culture of student achievement. Additionally, new hires are assigned a mentor teacher and have weekly meetings with their teammates. Lastly, we place a very high value on reflection. These tools/strategies/processes help us to retain those personnel who desire to continually improve in their teaching. We currently have

three Nationally Board Certified Teachers. Each year they share their knowledge of the process with the staff and encourage participation. We are able to retain teachers because we share a common vision to teach all students. Oklahoma City Public Schools does not offer an incentive to become a Nationally Board Certified Teacher, however, the state does provide an annual stipend.

Monitoring/Compliance Documentation

- written plan for recruiting and retaining teachers
- evidence of recruiting efforts (i.e., job postings, career fairs information, marketing strategies)
- evidence of retention efforts (i.e., teacher mentoring programs, incentives, teacher collaboration)

Parent and Family Engagement - ESSA, Section 1116(a)(2)

Parent and Family Engagement is essential in creating schoolwide plans. Stakeholders should be viewed as academic partners who participate in student/teacher/parent conferences and are invited to participate in other school committees. It is essential that schoolwide/school improvement plan contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.

Oklahoma Nine Essential Elements, #5

Guiding Questions

- Has a site Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents? Updated annually?
- How are parent involvement opportunities evaluated?
- How are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?
- Have parents been informed of state standards?
- How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?
- How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development?

Describe the school's strategies for increasing parent and family engagement. (2498 of 5000 maximum characters used)

Parental Involvement has been a strength for Ridgeview over the past years. We employ a full-time Parent Liaison through Title I funds to create monthly calendars and organize activities for parents, students and families both alone and in conjunction with our Parent Teacher Association. The Parent Liaison also works with our community churches that volunteer at the school and our new partner Loves who supply volunteers to tutor children during the school year. Parent Involvement Policy and Parent-School Compact was created with input from our teachers, students and parents. The policy and compact are distributed during our Annual Title I Meeting and then sent home with any students whose parents were unable to attend or enrolled later in the school year. A parental survey is sent home at the end of the school year to record student/parent feedback from parents. At the beginning of each school year, each grade level hosts a "Back to School" evening. During this time, the classroom teachers meet with parents to model ways to help their children be successful in school. Grade level newsletters and email blasts keep parents informed of current learning goals. Parent-Teacher conferences are held twice a year and Ridgeview will transition to student-led conferences in 2017 and continue into the 2018 school year. The school secretary and Parent Liaison trains parents in our online grade book, Infinite Campus. Parents can access the computer in our Parent Resource Room to view the online gradebook. At the "Back to School" evening, parents are informed of the Oklahoma State Standards and shown how to access them on the Oklahoma State Department of Education website. The teachers at Ridgeview communicate with parents regularly via phone calls, emails and class newsletters. Teachers log their parent communication in their class data notebook. Parent-teacher conferences are held twice a year. In order to accommodate parents, the parents choose their time either during the evening or the following morning. The staff at Ridgeview work hard to have 100% participation in conferences. The fall Title I parent meeting has been scheduled. Parents will be informed the school marquee, Pre-Year Calendar and an automatic telephone call. Ridgeview Elementary has very involved parents. Parents and grandparents are encouraged in numerous ways to volunteer and be an active part of the school community. Our PTA has numerous

committees that reach out to parents.

Monitoring/Compliance Documentation

- copy of the "Notification to Parents of the Annual Parent Title I Informational Meeting"
- agenda and attendance list for the "Annual Parent Title I Informational Meeting"
- parent survey or other evaluation tool regarding parent involvement activities
- examples of site/parent communication
- copy of notification to parents regarding student achievement reports and test scores
- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions

- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (2075 of 5000 maximum characters used)

The evening before school starts, Ridgeview Elementary hosts "Meet the Teacher" night. During this time, students meet their new teacher, find their desk and organize their supplies if they have them. This allows students to come to school excited and comfortable on the first day of school. We do not hold grade-level transition camps. Fifth grade students and their parents visit area specialty schools such as Belle Isle and Independence during offered times. Fifth grade teachers help students complete their transfer applications for students who wish to apply to special schools. Ridgeview joins with five other schools to host a Middle School Night. During this time, students may visit with representatives of various middle schools. Ridgeview staff members do meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement once each quarter. The entire school staff facilitate transition strategies by using school wide procedures and rules. Students in each grade level know that the staff has high expectations and the students are trained to follow the procedures. New students to Ridgeview Elementary are trained in building procedures. They participate in a building walk through with the principal, secretary or parent liaison upon enrollment. The counselor is available to meet with families on Wednesdays and Fridays. Information on transition points for each student are documented and passed to the next grade level teacher. Each student has a Reading Sufficiency Act folder as well as a cumulative folder which goes from grade level to grade level. Professional Development has aided in developing best practices in teachers and allowing them to differentiate instruction with their students. Using the Teacher Leader Model developed by Marzano allows teachers to see their needed areas of growth. Teachers may request Professional Development through Oklahoma City Public Schools or Ridgeview Elementary to help them progress in desired areas. Teachers have been trained to disaggregate data in multiple ways.

Monitoring/Compliance Documentation

- copies of letters, flyers, and/or mailings notifying parents of transition activities
- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (i.e. agendas, minutes, curriculum maps)



Teacher Inclusion in Data Decisions

Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.

Oklahoma Nine Essential Elements, #2, #7

Guiding Questions

- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?
- Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma Academic standards.
- What steps will be taken to collect and analyze student data from formative/summative assessments?
- How will teachers apply student data to strengthen classroom instruction?

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (2222 of 5000 maximum characters used)

Teachers have been trained to disaggregate data in multiple ways. Each year when we receive our Oklahoma Core Test results, we create a high to low chart which shows us which overall skills we need to teach more. In grade three through six, teachers and students monitor the Fountas and Pinnell of the students to monitor growth. All teachers use the Fountas and Pinnell Reading Test to benchmark reading progress each quarter. We utilize Reading A-Z and Accelerated Reader trainings to help meet the needs of our individual students. The trainings are short and can be watched individually or during Professional Learning (PLC) times. During weekly PLC times, teachers and the administrator monitor data and student growth. Teachers and students keep a data notebook to have their data on hand. Oklahoma City Public Schools provide the district with a charted calendar of all yearly assessments in order to help teachers plan their year. To measure student growth towards proficiency of Oklahoma State Standards, teachers use both formative and summative assessments. Formative assessments occur daily and are ongoing. They include writing assignments, running records, teacher made assessments and projects. Summative assessments are the Oklahoma City Public Schools Benchmark test, Performance Task Assessments and Fountas and Pinnell Reading Assessments are given throughout the year. Data is collected from each test to give classroom teachers a snapshot of student progress toward meeting the Oklahoma State Standards. Analyzing data from assessments also allows the grade level teachers to assess the test itself and decide if it is a good source of data. After analyzing the data from multiple sources, comparison is made to the Oklahoma State Standards to create a plan to fill in the gaps and ensure that students meet each standard. Teachers also use this valuable data to organize their small group reading and math instruction. Teachers use student data to determine Response to Intervention, tutoring, small group instruction and possible retention. The data also shows teachers which areas their instruction needs to be strengthened in and what Professional Development they need to attend.

Monitoring/Compliance Documentation

- copies of assessments used and evidence the assessments align to Oklahoma Academic Standards
- description of how assessment results are used to improve instruction
- copy of the site assessment calendar



Student Interventions - ESSA, Section 1114(b)(7)(A)(iii)(I)-(III)

Effective and timely evidence-based interventions should be provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

Oklahoma Nine Essential Elements, #3, #4

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI) or flexible grouping be used effectively in classroom(s)?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated for these interventions?
- How are extended day/year programs evaluated for effectiveness?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?
- What steps will be taken for identifying students for academic and behavioral interventions?
- How will the site determine appropriate instructional strategies?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Student Interventions, if applicable.
- What steps will be taken for identifying students for academic and behavioral interventions?
- How are students monitored and evaluated for these interventions?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

Describe school's academic and behavioral interventions. If applicable, describe 1) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students skills outside the academic subject areas; 2) the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (3103 of 5000 maximum characters used)

Teachers at Ridgeview Elementary work with precision to meet the needs of all students. All teachers use guided reading instruction and work with small leveled groups to strengthen the skills of students. All students receive ninety minutes of reading instruction daily and reading is emphasized in all subject areas. Teachers utilize parent, church and Loves volunteer tutors to work with individuals or small groups of students on specific skills in reading and math. Study packets, flash cards and other learning materials are sent home with students if they have specific skills they need to work on at home. Teachers use Response to Intervention to create a plan between the school and home if a student continues to struggle following classroom interventions. Positive Behavior Interventions and Supports are used with approximately five of our students who need a behavior plan and goals in order to be successful. Differentiated Instruction and flexible grouping occurs in all classrooms to meet the academic needs of all students. Teachers have received training on Marzano's nine effective strategies, differentiated instruction and Response to Intervention. Training on these topics will continue as our staff changes. Teachers also receive training on teaching gifted children in the regular classroom. Students receive help throughout the day during small group instruction, recess reading groups (voluntary book clubs), tutoring by PTA volunteers and before and after school tutoring. Students may attend special education

classes if they are placed on an Individualized Education Plan (IEP). Students on IEPs have their plans reviewed annually. Students are identified for special programs by their parents or classroom teachers following close analysis of their individual data. Students in special programs are progress monitored and evaluated often to determine their progress. Oklahoma City Public Schools also offers Intersession one time a year for struggling students. The District evaluates the effectiveness of Intersession through student attendance and progress monitoring of students. Teachers keep documentation on all students. If a child continues to struggle after small group interventions, they are placed on Response to Intervention. This allows the teacher to closely document the interventions and modifications that each struggling student receives. Students who struggle with behavioral issues are given a Behavior Improvement Plan to monitor their behavior and give the student supports and rewards. Each year, the Academic Leadership Team meets to discuss the instructional strategies that we will continue to use, begin to use or discard as a building. As a building, we have had great success with the seventeen practices of Great Expectations and Marzano's Nine Instructional Strategies. We want to continue to implement technology, including film, in the classroom. We measure effective behavioral and academic strategies by monitoring student discipline, student academic growth and parent and student customer satisfaction surveys.

Monitoring/Compliance Documentation

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The Consistency Check must be successfully processed before you can submit your application.

Consistency Check

Lock Application

Unlock Application

LEA Data Entry

LEA Administrator

Program Review

Final Review

Selectable Application Print

The application has been approved. No more updates will be saved for the application.

Requested Prints will be processed on the hour, from 8:00AM to 8:00PM, Monday Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

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